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ABSTRACT

This report summarizes the activities accomplished during fiscal year 1972 by an exemplary career development project serving 2,424 elementary and secondary students, 108 teachers, and 180 parents. The activities are listed and described according to whether they were primarily project, elementary, middle, or secondary school activities. Some of the activities included: (1) workshops, educational television inservice presentations and evaluation by the project staff; (2) units of study, field trips, curriculum development, and parent involvement at the elementary school level; (3) teacher inservice, field trips, career lab, and community and parent involvement at the middle school level; and (4) career orientation and job placement at the secondary school level. Plans for the last year of funding are also described and include sucn activities as: (1) workshops in language arts and career orientation; (2) publishing and disseminating curriculum and resource materials; and (3) program evaluation. An evaluation report for fiscal year 1972 is attached. (SB)

ED 068683

YEAR END REPORT
1 JULY 71 - 30 JUNE 72

CONTEMPORARY CURRICULUM
FOR
CAREER DEVELOPMENT

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ED 068683

KNOX COUNTY SCHOOLS
KNOXVILLE, TENNESSEE

YEAR END REPORT
1 JULY 71 - 30 JUNE 72

EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

FUNDED UNDER THE PROVISIONS OF PART D
OF THE VOCATIONAL EDUCATION AMENDMENT OF 1968

PROJECT TITLE

CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT

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YEAR END REPORT
1 JULY 71 - 30 JUNE 72

I. Introduction

This is a report of the operations of the year for the exemplary project, Contemporary Curriculum for Career Development, in accordance with the stated objectives of the proposal[1] for the period covering 1 July 71 through 30 June 72. Specifically, it contains the summary for the year, evaluation and projected plans.

II. Project Participants

Schools	Number of Participants		
	Students	Teachers	Parents
Halls Primary School	714	25	40
Green Hill Elementary School	223	9	20
Halls Middle School	883	40	80
High Schools	604	34	40
TOTAL	2,424	108	180

III. Major Activities

A. Project

1. Workshops

a. Pre-school Workshop

A workshop was conducted in August 1971 for the faculties of Halls and Green Hill Elementary Schools and Halls Middle School. The purpose of this workshop was to develop units of study based on the curriculum guides which were developed in a previous workshop. Also included in this workshop were activities related to implementation and resources now available through the Career Development office.

b. "Hands-on" Workshop

A one day workshop was held on Saturday, 13 November 71, to provide teachers with an opportunity for experience with simple tools and to develop learning materials and activities for career corners and exploratory lab experiences.

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[1]Proposal for Exemplary Program or Project in Vocational Education, Knox County, Tennessee

c. Career Orientation Workshop

A week-long career orientation workshop was held in June for secondary vocational and orientation instructors for the purpose of:

(1) Development of new curriculum materials related to:
   (a) Occupational <u>information</u> related to the 15 U.S.O.E. Job Clusters
   (b) Occupational <u>experiences</u> related to at least 10 of the 15 U.S.O.E. Job Clusters
   (c) Shop safety
   (d) General safety
(2) Development of course outlines for target schools for 1972-73 school year
(3) Development of a calendar and request orders for free films related to the 15 U.S.O.E. Job Clusters
(4) Evaluation, revision and refinement of existing curriculum materials developed for the career orientation program during the past year-and-a-half

d. Language Arts Workshop

A two day workshop was held in June for selected secondary language arts instructors (10) to formulate plans on how career education information could be integrated into the secondary language arts curriculum.

2. Sound-on-slide Presentation

Four (4) sound-on-slide presentations have been developed (K-12 overview, primary, middle, and secondary) which outline the objectives of career education in a pictorial and narrative report. Also, copies of these slides and cassette tapes are available for all four (4) programs.

3. On-site Visit

This project was one of the selected career education exemplary projects to be visited by an on-site visiting team from the Center for Occupational Education, North Carolina State University. This team was under the sponsorship of the U.S.O.E., for the purpose of gathering information about different methods of approaching career education.

4. Participation in Workshops/Inservice for Other School Systems and Groups

The Career Development staff has filled several requests to conduct and/or participate in workshops and inservice for other

SCHOOL SYSTEMS AND GROUPS. THE FOLLOWING IS A LISTING OF THESE WORKSHOPS AND INSERVICE.

A. OAK RIDGE GUIDANCE GROUP (ONE DAY)
B. TITLE III GUIDANCE CLINIC SPONSORED BY ROBINSON COUNTY SCHOOL SYSTEM
C. UNICOI COUNTY TEACHERS AND ADMINISTRATORS (ONE DAY)
D. SUPERINTENDENTS' STUDY COUNCIL, UPPER EAST TENNESSEE (ONE DAY)
E. VOCATIONAL GUIDANCE WORKSHOP SPONSORED BY THE STATE DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION (ONE WEEK)
F. APPALACHIAN COOPERATIVE, OAK RIDGE (ONE DAY)
G. GUIDANCE AND ADMINISTRATORS OF UPPER EAST TENNESSEE SPONSORED BY STATE DEPARTMENT OF EDUCATION, DIVISION OF GUIDANCE (ONE DAY)
H. CIVIC CLUBS INVITATIONS (LENOIR CITY ROTARY CLUB AND KNOXVILLE OPTIMIST CLUB)

5. VISITS FROM INTERESTED SCHOOL SYSTEMS AND GROUPS

THE CAREER DEVELOPMENT STAFF HAS HAD SEVERAL REQUESTS FROM SCHOOL SYSTEMS AND GROUPS TO VISIT THE PROJECT. THE FOLLOWING IS A LISTING OF THESE GROUPS.

A. FIVE DIFFERENT SCHOOL SYSTEMS IN NORTH CAROLINA SUCH AS APEX, WILKESBORO, AND LENOIR (5 DAYS)
B. AREA SUPERVISORS VISIT DURING SUPERVISORS CONFERENCE AT THE UNIVERSITY OF TENNESSEE
C. COUNSELORS AND TEACHERS FROM THE OAK RIDGE SCHOOL SYSTEM
D. KNOX COUNTY TEACHERS NOT INVOLVED IN CAREER EDUCATION
E. VOCATIONAL-TECHNICAL STUDENTS FROM THE UNIVERSITY OF TENNESSEE
F. TENNESSEE SCHOOL FOR THE DEAF TEACHERS AND ADMINISTRATORS
G. REPRESENTATIVE FROM STATE DEPARTMENT OF EDUCATION, DIVISION OF GUIDANCE FOR TITLE III
H. DOCTORAL STUDENTS FROM THE UNIVERSITY OF TENNESSEE
I. HAMILTON COUNTY TEACHERS AND GUIDANCE COUNSELORS
J. MIDDLE TENNESSEE COOPERATIVE EDUCATION COORDINATORS

THESE GROUPS HAVE RANGED FROM ONE PERSON TO TWENTY-FIVE PERSONS.

6. EDUCATIONAL TELEVISION INSERVICE PRESENTATION

THE CAREER DEVELOPMENT STAFF HAS BEEN WORKING WITH ETV STAFF IN PREPARING AN INSERVICE FILM TO BE SHOWN TO SCHOOL STAFFS WHICH WILL RELAY INFORMATION ABOUT THE CAREER DEVELOPMENT PROJECT IN KNOX COUNTY.

7. EVALUATION

THE CAREER DEVELOPMENT STAFF HAS BEEN ENGAGED IN AN ON-GOING YEAR-LONG EVALUATION CONDUCTED BY THE TENNESSEE RESEARCH COORDINATING UNIT TO MEASURE THE EFFECTIVENESS OF SUCH A PROGRAM AS IT PERTAINS TO THE CURRICULUM, STUDENT, TEACHER, AND COMMUNITY AND/OR PARENT. (SEE ATTACHMENT NO. 1)

B. Primary

1. Classroom Activities

A. Units of Study

Units of study were developed by teachers during the workshop held in August, 1971. These have been implemented in the classroom at all levels during the year. Topics studied have included self-awareness; family workers; the school and its workers; occupations found in local and state government; and workers in the areas of communications and transportation.

In addition, career education concepts have been integrated into all areas of the curriculum wherever feasible. These include the interdependence of workers due to specialization, the concept of producer and consumer, the concept of change and adaptation as it affects the world of work, learning to tolerate and get along with other people, the wise use of leisure time, the idea that there is dignity and worth in all work well-done, practice in decision-making, and the idea that school plays a major role in an individual's career development.

B. Resource People

Numerous people in the Knoxville area have served as resource people to bring the world of work to the classroom. These have included high school students, parents, workers from the Knox County Agricultural Extension Service, the Soil Conservation Service, the Fish and Game Commission, the Knoxville Police Department, the health nurse, the University of Tennessee Forestry Department, the National Park Service, the Vocational Education Department of Halls High School, and the Tennessee Valley Authority.

C. Career Corners

Career corners were established in all rooms at the primary level. These have been used as learning centers to give children exploratory and creative experiences with many different media and tools. According to one first grade teacher: "The career corners have played a major role in the readiness program. It helped the children develop individual responsibility and to learn to obey rules set up for all." Another teacher states, "The career corner helped children become aware of the world of work through hands-on experiences and by providing a place for them to express themselves creatively."

D. Hands-on Activities

Hands-on activities have been included as learning experiences in many units of study. The members of the project staff at the primary level have worked with teachers in a consultative role to provide meaningful experiences for children. The teachers have been oriented on an individual basis to the hand tools placed in the classroom and have been assisted in planning "hands-on" activities to enhance the primary school curriculum. The art program has been expanded to include many more exploratory activities.

2. Field Trips

Field trips have been an integral part of the career education program at the primary level during the past year. They have been included as a learning activity in the units of study and have been invaluable in presenting the world of work to the student in a meaningful way.

3. On-going Inservice

On-going inservice has been conducted throughout the year for teachers at the primary level. A "hands-on" workshop was held during November to acquaint teachers with the use of simple hand tools and to present ideas for "hands-on" activities to give children creative experiences in the classroom.

Fourth grade teachers met for a total of twelve hours of inservice during the year to develop units of study incorporating career education concepts into the social studies curriculum and to become familiar with industry in the Knoxville area.

Grade level meetings were held to share ideas and to evaluate the program as it was being implemented in each grade.

Project staff met with the fifth and sixth grade teachers at Green Hill at mid-year to evaluate the exploratory laboratory program and to make plans for the remainder of the year.

4. Curriculum Development

Curriculum development has received the major attention of the curriculum specialist during the latter half of the year. A curriculum guide based on the career education concepts identified at the beginning of the project is nearing completion.

5. Parent Involvement

Parent involvement in career education at the primary level has been extensive during the past year. Many parents have served as resource people, coming to the classroom to present information about their work and assisting on field trips. The parents at Green Hill have served as volunteer aides in the exploratory laboratory, assisting teachers in supervising activities in the home arts and shop arts areas.

The Halls Primary P.T.A. sponsored the planting of 900 trees on the school grounds by the fourth grade as a culminating activity following a study of government agencies and conservation.

The project staff presented three programs on career education for the Halls Primary and Green Hill P.T.A.'s during the year.

6. Exploratory Laboratory

The exploratory laboratory at Green Hill Elementary School has provided all of the children in that school with experiences which have enhanced the career education program there. The laboratory is composed of a shop arts area equipped with hand tools, a cooking area, and a sewing area. The fifth and sixth grade students have used the facility to good advantage in exploratory activities in teacher input in home arts and shop arts.

C. Middle School

1. Teacher Inservice

The contemporary arts team met twice a monty for approximately five (5) months to formulate philosophy and objectives for the team. Individual area (art, dramatic arts, home arts, and shop arts) curriculum plans were then developed. These plans are now on paper and available to interested persons.

The career lab teachers met approximately once a month during the school year. These meetings were for the purpose of discussing problems, sharing ideas, and planning for the use of the lab facilities.

The remainder of the faculty met individually with the career education curriculum specialist as needed.

2. Community and Parent Involvement

A parent resource survey sheet was developed and sent to parents of all middle school students. Information gathered has been used to secure resource persons, plan and carry through with field trips, and to acquire resource materials.

A presentation and explanation of the career development project was the focus of the February P.T.A. meeting. A science, language arts, math, career lab, social studies, and contemporary arts teacher each explained the part career education plays in their program.

A display from the shop arts class was placed in a local business store window. Community interest was aroused and information was spread concerning activities in the contemporary arts area.

3. Field Trips

Through a language arts unit, one-half of the middle school students were taken to the Lawson-McGhee Library to acquaint them with job opportunities in a public facility and the range of employment available in a large library.

As a learning experience in a science unit, one-half of the middle school (5th and 6th grades) visited Bull Run Steam Plant and Oak Ridge Nuclear Reactor to see different types of energy and the difference and similarities in jobs involved.

4. Career Lab

The career lab has been used in many different ways depending upon the approach desired by individual teachers. The fifth and sixth grades have placed emphasis on attitude development and have used methods such as group discussions, life situation readings, and posters and bulletin boards centered around the world of work. Identification of abilities and interest using check lists, readings, discussion, filmstrips, etc., has been emphasized. The seventh and eighth grades have been given more freedom and time for individual investigations through the use of books, SRA work kits, filmstrips, film loops, cassettes, and records. One instructor divided the available materials and supplies into five areas, numbered and labeled the stations, then required each student to gather information from at least three stations. This spread the students out among the materials and required them to investigate different sources.

5. Contemporary Arts

The four team members in contemporary arts visited three middle schools in Pittsburgh, Pennsylvania, and spent many hours researching literature to learn of other middle school arts programs. Group meetings with the career education curriculum specialist were held approximately twice a month for six months to identify philosophy, objectives and approaches. The results of these working sessions are evidenced in written curriculum plans.

The curriculum specialist worked individually with contemporary arts teachers in the area of instructional procedures, learning activities, materials available, and developmental level of middle school students.

6. Subject Areas

Work with teaching teams and individual teachers has been determined by interest and need. Discussions of problems and suggestions of solutions as well as learning opportunities, teaching procedures, and materials available in career education have been the primary focus.

D. Secondary

1. Career Orientation

a. Teachers

(1) Vocational Instructors

Frequent contact has been made with vocational instructors for the purpose of evaluation and revision of the "hands-on" vocational laboratory experiences. All revisions are now in the final stages of writing and illustration prior to publication. Publication of the revised document should be completed by September 15, 1972.

(2) Career Orientation Instructors

Frequent contact has been made with career orientation instructors for the purposes of evaluation of classroom and laboratory curriculum guides and implementing new laboratory experiences in the three target programs. Two programs have been highly productive and one has been considered unsuccessful. The reasons for the latter are presently being assessed.

B. Guidance Counselors

A special effort has been made to bring guidance counselors into a closer working relationship with the principles, objectives, and practical implications of the career orientation program. In two of the target schools, guidance counselors have been exemplary in their efforts to understand and render positive support to career orientation both in principle and practice.

C. Sources of Curriculum Development

Substantial effort has been made to disclose, evaluate and utilize resource personnel, agencies, and materials for the purpose of supplying teachers, guidance personnel and administrators with up-to-date sources for up-dating the total instructional program to more adequately conform to the career education concept.

Some other sources include recent research in education available through the Research Coordinating Unit, industry, consultants at the college and university level, guidance workshops, a teacher seminar, free film distributors, and publishers of recent career education materials.

2. Job Placement

One of the major aims of this program is to assist those leaving school to secure fulltime employment commensurate with their training. Presently, of those available for employment, better than 85% had jobs before graduation. This is a direct result of increased commitment on the part of teachers and guidance counselors and the development of self-confidence among the students.

A. Guidance Counselors

This year procedures and instruments were developed and implemented whereby all enrolees in vocational programs were registered with the job placement office. These records are permanent. They are updated at least twice a year and are kept at the respective schools until such a time that the student leaves school. The records are then completed and forwarded to the job placement office. The keeping and updating of these records are the responsibility of the guidance counselors. Generally, guidance counselors have been very cooperative and anxious to gain an understanding of the implications of our job placement program.

B. Employers

Visiting employers has been continuous throughout the year. We are constantly "selling" the job placement program, locating job openings and following up the newly employed.

A handbook for employers has been developed. This handbook describes the various programs, the skills developed by the programs, and a partial listing of job titles that students completing the programs could fill. This should be very helpful in communicating with employers and prompting them to list job openings with this office.

C. Teachers

All thirty-seven vocational programs in Knox County Schools were visited a minimum of three times this school year. Some programs were visited as many as twelve times. The purposes of these visits were to familiarize students with job placement services, video tape role-playing, pass on information about job application peculiarities of local firms, obtain feed-back from students, discuss job getting and keeping techniques, and assist teachers and guidance counselors in implementing procedures.

D. Co-op

A total of 34 students have participated in a new "co-op" program. The job placement office has worked very closely with the teachers, guidance counselors, and employers in identifying, selecting, placing and evaluating these students. This innovative portion of the job placement program has been very well received and is emerging as the most solid part of our program.

E. Work-Study

Twenty-nine students participated in the work-study program. Earnings were provided for these youngsters that otherwise may have dropped out of school because of financial problems.

IV. Plans for Last Year of Funding

A. Workshops

1. Language Arts

A language arts workshop is planned for the week of 7 August 72 to begin redesigning the secondary language arts curriculum to include career information.

2. K-8

A week-long workshop is planned for August 14-18, 1972 for all teachers in the project at the elementary level. Teachers will review and evaluate the career education program, share ideas for learning activities to be incorporated in the 1972-73 program, participate in learning experiences involving self-concept development and creative activities, and become familiar with the curriculum guides for career education which are being developed for the primary and the middle school. The last day of the workshop will be devoted to developing units of study based on the curriculum guides.

3. Secondary

a. Career Orientation

A workshop combining the resources of guidance personnel from at least two of the target schools in addition to career orientation instructors is tentatively planned for the last week of August 1972. At this workshop strategies for implementation of career orientation curriculum for the school year 1972-73 will be devised.

b. Job Placement

A pre-school (2 day) workshop will be held in August with guidance personnel. The purpose of this workshop is to identify and develop units of instruction and materials to be used by guidance counselors in addressing themselves to their responsibilities in job placement.

B. Publishing and Dissemination of Curriculum and Resource Materials

1. Primary

A curriculum guide for career education at the primary level will be finished after teacher input from the August workshop. This publication will be ready for dissemination during the first half of the final year of the project. A resource book for exploratory and creative activities will also be published, and a resource book for career education at the kindergarten level will be available during the fall of 1972.

2. Middle

A middle school career education curriculum guide will be published in the fall of 1972. Later in the year, additional printed materials will be available: A career education bulletin board ideas book and a resource book for career education exploration.

3. Secondary

A. Career Orientation

Some revision in the approach to development of curriculum materials is being considered. Instead of five separate documents ("Hands-On", "You and Your Career", "Occupational Information", "Safety", and "Introduction to Career Education at the Secondary School") as originally planned, two documents containing the same material being organized under a different format. One of these documents will be entitled "An Introduction to Career Education at the Secondary School". The other will be a supplement consisting of the hands-on vocational exploratory experience entitled, "Hands-On".

These documents may yet undergo format and title changes as they near publication time. Target dates for completing all career orientation documents is September 15, 1972.

B. Job Placement

Documents in the area of job placement that are to be published and disseminated are:

(1) "Guide for Establishing A System-Wide Job Placement Program" - A guide for administrators and implementers to use in setting up a job placement program.

(2) "So You Want A Job" - A handbook/workbook for students. Designed to assist in developing job getting and keeping skills, attitudes and behaviors.

(3) "So You Want A Job: Teachers' Resource Book" - A resource book for teachers and guidance counselors to use in teaching units on employability skills.

(4) "Guidebook--Knox County Job Placement Program" - Outlines the roles of the coordinator, guidance personnel, and teachers and procedures to be used in reaching the goals of the job placement program.

C. Evaluation

An outside agency will be contracted to evaluate the project.

This evaluation will be all inclusive of the three-year funding period. Specifically, it will contain organization, development, and effectiveness of the project.

D. Curriculum Development (Career Orientation)

Curriculum materials which have been developed and implemented for the career orientation program will be evaluated and where necessary they will be revised.

E. School Staff (Career Orientation)

Assistance will be offered to any school staff member wishing materials or information relative to initiating career education concepts into the curriculum content.

F. Follow-up (Career Orientation)

Every effort will be made to assist all school personnel and students to learn that education is a cooperative adventure and because it is so, that student needs and the wisdom of the instructor or counselor must combine to produce an educational environment which on the one hand is fulfilling to the teacher and on the other is relevant to the student's career aspirations.

V. Summary

The year's activities reported here are the basis for the development of curriculum guides and materials which will be distributed to interested schools and/or school systems interested in establishing a career education program.

Respectively Submitted
30 June 1972

William L. Neal

William L. Neal, Director

ATTACHMENT

EVALUATION REPORT

CONTEMPORARY CURRICULUM

FOR

CAREER DEVELOPMENT

KNOX COUNTY SCHOOLS

July 1, 1971 - June 30, 1972

Exemplary Project

in

Vocational Education

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INTRODUCTION

Career education is a comprehensive educational program focused on careers, which begins in grade one or earlier and continues through the adult years. For elementary and secondary education, the program includes a structuring of basic subjects, grades 1-12, around the theme of career opportunities and requirements in the world of work. In elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved. In junior high school, students may explore specific clusters of occupations through hands-on experiences and field observation, as well as classroom instruction. In senior high school, students prepare for job entry in a cooperative education program or after graduation and also prepare for further education. Placement in a job or in further education are options open to all students.

Career education not only provides job information and skill development but also helps students to develop attitudes about the personal, psychological, social and economic significance of work. Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interest and abilities against potential careers. Development and fostering of the avocational and recreational interests of the student help

him to prepare for well-rounded living in a world in which leisure time is increasing.

Some characteristics of career education are:

1. Career education should help the student to develop a personal plan for lifelong learning: learning about the world we live in, the people who inhabit it, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's peoples are interacting. Effective career education equips young people to live their lives as fulfilled human beings.

2. All students leaving high school should be prepared for, and actively assisted in securing, placement in a job, nonbaccalaureate post-secondary education, or baccalaureate and higher degree education.

3. Careers should be studied in relation to a field of work or a cluster of occupations related to each other, such as the construction occupations cluster or the health occupations cluster.

4. The program should be organized in a pyramid approach, moving from the general to the more specific orientation to the world of work in the elementary grades. Students should be provided with exploratory experiences in junior high school. These experiences, in turn, should provide knowledge and experience to assist decision-making regarding areas of study and preparation to be pursued in senior high school. Intensive guidance and counseling should be provided concurrently with classroom instruction and skill development to improve the student's decision-making abilities.

5. Activity participating advisory councils composed of local employers and union representatives and involved community groups are essential to successful operation of a career education program and should be utilized as much as possible.

6. Emphasis should be placed on multi-media learning approaches such as films and video-tapes which are effective with students having a wide range of learning styles and skills. Types of instructional programs include classroom and laboratory activities, field observation, work experience, and on-the-job training.

7. Career education should involve extensive use of cooperative education to assure the availability of preparation in a wide variety of occupational fields.

8. Career education should focus not only on the needs of the individual, but also on the needs of society, the economy, and employers.

9. Career education should provide knowledge and experiences that enhance job adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.

CONTEXT

The context will be described in terms of three factors of locale, the school system and other special factors.

Locale

The Knox County program of contemporary curriculum for career development is located in the central part of the East Tennessee region of the State of Tennessee. People served are all residents of Knox County and attend the Knox County schools. Those in the Knoxville City Schools are not involved in the program. Knoxville standard metropolitan statistical area has a population of approximately 400,300. The population is about 92% white, 7% black and 1% other. There are approximately 128,100 persons 17 years of age or under. The population breakdown for Knoxville City itself is 174,587 with Knox County having a total of 276,293 persons of all ages. The Knox County system surrounds the Knoxville City Schools on virtually all sides. There are many suburban areas in Knox County. The exemplary program is operated in the northeast part of the county. The comparison school district in Knox County is in the southwestern part of the county and the southwestern part of the city. Population trends seem to be that the western

part of the county, particularly, is growing at a fairly rapid rate. There are no other apparent patterns which would have effect on the exemplary program.

Economic Patterns of the Locale

Major occupations of the people in the locale are varied. Many of the people commute to the City of Knoxville for occupations at the University or at several industrial sites. An additional number of people also work for the Tennessee Valley Authority.

The unemployment rate for the Knoxville area in April, 1972 was 2.9%. This is a decrease over the unemployment rate for the previous year and a significant decrease over the latter months of 1970. It compares with the unemployment rate of 3.5% in Memphis and Nashville and 3.6% in Chattanooga.

School System

The Knox County School System serves students in grades kindergarten through 12. Some of the schools in the system include students in grades kindergarten through 4, some kindergarten through 6, and some kindergarten through 8. There is also a middle school with grades 5, 6, 7, and 8. The student and teacher distribution by schools in the total system include the following:

Farragut Elementary (1 - 3)	Teachers - 17 Aides - 0 Students - 465

Farragut Middle	Teachers - 28 Aides - 3 (half time) - 1 (full time) Students - 781
Carter High	Vocational Teachers - 11 Aides - 2 Programs - 10 Students - 291 (vocational only) - 1100 (whole school)
Greenhill Elementary	Teachers - 9 (2 part time) Students - 223 Teacher Aides - 3
Halls Elementary	Teachers - 25 Students - 714 Teacher Aides - 3
Halls Middle	Teachers - 40 Students 881 Teacher Aides - 3
Doyle High	Vocational Teachers - 15 Programs - 14 Number of vocational students - not available
Halls High	Vocational Teachers - 16 Students - 662 (965 whole school) Programs - 12

Some trends in the school system can be identified by the fact that Knoxville City is moving out by annexation therefore absorbing some of the schools in the Knox County system. There have been no changes in the past couple of years but the possibility is there. The per pupil cost for the Knox County System is approximately $570 per year.

Special Factors

The exemplary program was started in Knox County as a result of a request from the State Division of Vocational Education for proposals for exemplary programs in Vocational-Technical Education.

THE PROGRAM

The program was designed to serve all students in the Halls Elementary, Middle, and High Schools. The objectives of the program as set forth did not include a great deal of student participation or involvement during the first year of the program. Specific objectives of the program for kindergarten through 8 and 9 through 12 are spelled out in the self evaluation and in the proposal which may be obtained from the staff of the exemplary program at the Knox County Schools.

Basically the program was designed to provide inservice training for teachers in the system this year and to move into the actual development of curriculum materials for use in the classroom next year.

Personnel

The staff for the exemplary program were not employed all at once. The present staff of the project consists of a program director, a curriculum specialist for the kindergarten through 4 phase, a curriculum specialist for the 5 through 8 phase, career consultant for kindergarten through 4, career consultant for 9 through 12, a job placement and follow-up supervisor for grades 9 through 12 and two secretaries. Staff members have been involved extensively with vocational-technical programs in the past while others have been curriculum specialists, classroom teachers and served in related capacities. However, none of them have had specific training in the area of exemplary programs or career development for kindergarten through 12. All staff members devote 100% of their time to the project.

Due to the nature of the program, staff members to fill key roles in the project were difficult to find; therefore, staffing was not complete until January or approximately five months into the operation of the program.

PROCEDURES OF EVALUATION

The time covered by this evaluation report includes the period July 1, 1971 through June 1, 1972. This covers the second phase of the program which was aimed primarily at implementing the program.

Early in the year, staff members from the Tennessee Research Coordinating Unit met with project staff members to outline procedures for evaluation for fiscal year 1972. It was determined that the current year's evaluation would focus upon the product of the project as outlined in the proposal. Project staff and RCU staff members agreed on what items should be considered and evaluated. The evaluation outline is attached as Appendix A for reference at this point.

After the plan was developed, RCU staff members met with principals of each of the schools involved and project staff members met with principals of each of the schools involved to help them become acquainted with the evaluation plan. After it was decided that the proposed plan was acceptable, RCU and evaluation team staff members proceeded from that point.

Basically, the idea was to enlist the help of a graduate student to carry on the routine data collection activities within

the local schools. The sole responsibility of the data collector was to gather the types of information as set forth in the plan. For several reasons, several items that were originally included in the evaluation plan were not gathered. This was due to timing of the activity, school holidays and related activities, and the failure to be able to identify appropriate instruments to gather the necessary data. In addition, after the process of evaluation began, it was determined that some of the expected activities were too optimistic. Specifically, the plan called for obtaining sociograms of the classes every other month during the year. It became evident that this was quite time consuming and burdensome to the teachers in the classes. As a result, it was decided that sociograms along with seating charts would be adequate for this first year of the process evaluation. In addition, it was decided that after one of the instruments was used the first time (student listing of occupations) that the process may not be valid. This was determined from results of evaluations of other exemplary programs in the country. Primarily, the problem was that students would list different occupations and different numbers of occupations on different days, depending upon their immediate past experiences, their feelings, activities in the class, etc. Therefore, this instrument had to be modified to account for the problem.

As a general rule, most of the data were collected as planned. Each of the instruments are included in the appendix for informational purposes.

EVALUATION RESULTS

Each of the types of data in the evaluation were presented in summary form at this point. The data are included for inspection purposes. Each type of data will be presented separately in order that individuals may look at the data as it stands alone. After the data are presented, the relationships of the data will be discussed in detail, yielding to recommendations.

Student Knowledge of Occupations

One major thrust of a career education program is to familiarize students with a variety of occupations. An assessment of the current occupational knowledge of students in the Knox County project was made this year to obtain a benchmark from which to make more of an indepth evaluation for next year. In addition this year's assessment of students knowledge will provide an indication of how the students enrolled in the experimental schools compare with the knowledge of students in the control schools.

In an effort to determine the students' knowledge of occupations, all students in grades 4 through 9 completed a checklist of 83 occupations. (Appendix B) Students from the control schools as well as those from the experimental schools were asked to place a check by each occupation on the checklist with which they were familiar. The checklist was developed using the results of an earlier questionnaire in which students were asked to list several occupations with which they were familiar.

Information on the mean number of occupations checked by students in grades 1 through 8 are presented in Table 1. At the fourth grade level a much lower mean number of occupations was checked by the control school students than by students at either of the experimental schools. Students at Greenhill Elementary School indicated a greater knowledge of occupations than those at the control school for Grades 4 through 6. However, in grade 8, students in the control school indicated a greater knowledge of occupations than for either of the experimental schools.

The mean number of occupations checked by students in grade 9 are presented in Table 2. At the ninth grade level, the control school had a greater mean number of occupations checked than either of the experimental schools.

Additional Analysis of Student Knowledge of Occupations

In order to further evaluate students' knowledge of occupations, an analysis was made to determine the frequency with which students checked specific occupations. For this analysis only the occupations checked by at least four students were used. The reason for this procedure was based on the assumption that there would be a greater likelihood of an occupation having been learned in the classroom if checked by four or more students.

The data on frequency of occupations checked by four or more students for grade four are presented in Table 3. The fourth grade students at Halls Primary School checked a much greater variety of occupations.

TABLE 1

MEAN NUMBER OF OCCUPATIONS CHECKED BY STUDENTS

(Grades 4-8)

		Control	Experimental	
Grade	Teacher	Farragut	Greenhill	Halls Middle
4	1	26.0	40.0	46.3
5	1	37.6	47.9	23.0
6	1	47.0	58.4	28.0
7	1	22.0		21.8
8	1	35.1		19.7

TABLE 2

MEAN NUMBER OF OCCUPATIONS CHECKED BY STUDENTS

(Grade 9)

	Control	Experimental		
Grade	Doyle	Halls	Carter	Doyle
9	59.92	38.0	27.42	34.31

TABLE 3

FREQUENCY WITH WHICH FOURTH GRADE STUDENTS

CHECKED SPECIFIC OCCUPATIONS

	Control	Experimental		
	Farragut	Greenhill	Halls	
Occupation			Teacher 1	Teacher 2
Army			4	
Cook			5	
FBI			4	
Librarian			4	
Model	5			
Navy			4	
Policeman			4	
Race Car Driver		6		
Teacher	6		13	5

The data for the fifth grade students are given in Table 4. Greenhill Elementary School fifth graders indicated a greater variety of occupations than students at the control school or the students at the other experimental school.

The data on occupations with which students were most familiar for the sixth grade are presented in Table 5. There was no great difference in data between the control school and either of the experimental schools.

The data on occupations for the seventh grade students are presented in Table 6. The control school students had a greater variety of occupations checked than the students at the experimental school.

The data on occupations with which eighth grade students were most familiar are presented in Table 7. The frequency of occupations selected by students was about the same for the control school and the experimental school.

The data on occupations with which ninth grade students were most familiar are presented in Table 8. Students at Halls High School selected a greater variety of occupations than the control school. Two of the experimental schools had no occupations selected by four or more students.

In summary, students at both the control and the experimental schools tended to list at least one professional occupation. No differences were noted in the control and experimental schools at any grade level with respect to types of occupations; e.g., (professional vs. skilled).

TABLE 4

OCCUPATIONS WITH WHICH FIFTH GRADE STUDENTS

WERE MOST FAMILIAR

	Control	Experimental	
Occupation	Farragut	Greenhill	Halls
Airline Stewardess		5	
Army		4	
Auto Mechanics		7	
Bookkeeper		4	
Bus Driver		5	
Carpenter		8	
Cook	6	4	
Farmer		8	
Lawyer		4	
Model	6	6	
Nurse		12	
Race Car Driver		15	
Teacher	12	11	5
Waitress		4	

TABLE 5

OCCUPATIONS WITH WHICH SIXTH GRADE STUDENTS

WERE MOST FAMILIAR

	Control	Experimental	
Occupation	Farragut	Greenhill	Halls
Auto Mechanic			4
Bus Driver		6	
Disc Jockey	4		
Race Car Driver	4	5	
Teacher		4	4
Veterinarian	5		

TABLE 6

OCCUPATIONS WITH WHICH SEVENTH GRADE STUDENTS

WERE MOST FAMILIAR

	Control	Experimental	
		Halls	
Occupation	Farragut	Teacher 1	Teacher 2
Nurse	6		4
Professional Sports	4		
Teacher	6	6	4

TABLE 7

OCCUPATIONS WITH WHICH EIGHTH GRADE STUDENTS

WERE MOST FAMILIAR

	Control	Experimental	
	Farragut	Halls	
Occupation		Teacher 1	Teacher 2
Airline Stewardess		4	4
Auto Mechanic	4		
Disc Jockey	4		
Model			5
Nurse	4	4	5
Teacher		6	4

TABLE 8

OCCUPATIONS WITH WHICH NINTH GRADE STUDENTS

WERE MOST FAMILIAR

	Control	Experimental		
Occupation	Doyle High	Halls High	Doyle High	Carter High
Auto Mechanic		4		
Cosmetologist		4		
Lawyer	4			
Nurse		8		
Teacher		5		

Teacher Work Experience

Teachers were asked to list all jobs held since age 12. These were reviewed and a tally made of the total number of different types of jobs held. (Tables 9 and 10) If the teacher had had up to three different types of jobs, his work experience was considered limited. Four to six different types of jobs were considered extensive work experience.

All control group teachers had had average occupational experience since age 12. Therefore, no comparisons could be made among teachers with limited and extensive work experience.

Among the teachers with average work experience, the mean number of occupations checked was greater in the control group (Experimental, Mean = 30.7; Control, Mean = 32.5). In general, there was little correlation between the past work experience of the teacher and student's knowledge of occupations.

Parent and Community Participation in School Activities

Tables 11 and 12 give the results of a report by each teacher on the number of parents and others who participated as resource persons in the classroom from September 1971 through May 1972. Halls elementary classes led in both parent participation and participation of other persons as resource persons.

Teacher Attitude Toward Occupational Education

A twenty-item occupational education attitude scale (Appendix C) was completed by all teachers involved in the career education project and all teachers at Farragut Elementary

TABLE 9

TEACHER'S WORK EXPERIENCE
(Elementary and Middle School)

		Control		Experimental			
		Farragut		Halls		Greenhill	
Grade	Teacher	No. of Different Jobs	Work Experience	No. of Different Jobs	Work Experience	No. of Different Jobs	Work Experience
K	1					5	Average
1	1	3	Limited	4	Average	6	Average
	2			2	Limited		
2	1	3	Limited	4	Average	5	Average
	2			4	Average		
3	1	2	Limited	3	Limited	5	Average
	2			3	Limited		
4	1	4	Average	7	Extensive	4	Average
	2			4	Average		
5	1	5	Average	4	Average	3	Limited
	2			3	Limited		
6	1	6	Average	4	Average	5	Average
	2			2	Limited		
7	1	5	Average	4	Average		
	2			2	Limited		
8	1	5	Average	4	Average		
	2			5	Average		

TABLE 10

TEACHER'S WORK EXPERIENCE
(High School)

	Control		Experimental	
Grade	No. of Different Jobs	Work Experience	No. of Different Jobs	Work Experience
9	3	Limited	(Halls) 2	Limited
9			(Carter) 12	Extensive
9			(Doyle) 8	Extensive

Doyle

TABLE 11

INVOLVEMENT OF PARENTS AND OTHERS AS

RESOURCE PEOPLE IN THE CLASSROOM
(Grades 1 - 8)

	Control		Experimental			
	Farragut		Halls		Greenhill	
Grade	No. of Parents	No. of Others	No of Parents	No. of Others	No. of Parents	No. of Other
1	0	1	1	4	1	1
2	8	16	17	6	0	1
3	0	10	8	9	0	1
4	1	2	12	18	0	0
5	0	0	1	3	0	3
6	0	0	3	3	0	1
7	0	5	0	0		
8	0	0	0	0		

TABLE 12

INVOLVEMENT OF PARENTS AND OTHERS AS

RESOURCE PEOPLE IN THE CLASSROOM
(Grade 9)

	Control		Experimental					
	Doyle		Halls		Carter		Doyle	
Grade	Parents	Others	Parents	Others	Parents	Others	Parents	Others
9	0	1	1	5	0	0	0	0

School and Doyle High School who were serving as the control schools. Each statement on the attitude instrument was rated on a four point scale: 1 - strongly agree, 2 - agree, 3 - disagree and 4 - strongly disagree. For analysis purposes positive statements were coded 4 3 2 1 and negative statements were coded 1 2 3 4. A copy of the instrument is shown in Appendix C.

For analysis purposes, the ratings of the teachers in the control schools were compared with those of teachers in each of the experimental schools. Comparisons of attitude ratings of control and experimental teachers for each grade level, grades 1 through 8 are presented in Table 13. Teachers in the control school and teachers in the experimental schools had positive attitudes toward occupational education; however, there were no clear cut differences between attitude ratings of control and experimental teachers for grades 1 through 8.

Comparisons of attitude ratings of control and experimental teachers for grade 9 are presented in Table 14. All teachers indicated a positive attitude toward occupational education. However, the teacher at Halls High and the one at Carter High had a somewhat more positive attitude than the teacher at the control school. The teacher from the experimental group at Doyle High did not complete an instrument.

TABLE 13

TEACHER ATTITUDE TOWARD

OCCUPATIONAL EDUCATION
(Grades 1 - 8)

	Control	Experimental		
Grade Level	Farragut	Greenhill	Halls Primary	Halls Middle
1	63	65	61	
2	55	70	56	
3	61	67	59	
4	61	58	61	
5	58	60		66
6	57	62		64
7	59			57
8	58			58

TABLE 14

TEACHER ATTITUDE TOWARD

OCCUPATIONAL EDUCATION
(Grade 9)

	Control	Experimental		
Grade Level	Doyle High Control	Halls High	Carter High	Doyle High Experimental
9	59	65	61	N/A

Parent Attitude Toward Occupational Education

A twenty-eight item occupational education attitude scale (Appendix D) was completed by randomly selected parents of students enrolled in the experimental and control schools. Sixty-seven per cent of the parents selected to complete the scale, completed and returned the instrument. Each item on the attitude instrument was rated on a four point scale: 1 - strongly agree, 2 - agree, 3 - disagree and 4 - strongly disagree. For analysis purposes positive statements were coded 4, 3, 2, 1 and negative statements were coded 1, 2, 3, 4.

To analyze the scores on the parent attitude instruments, the mean scores for each grade level were computed. Comparisons of mean parent attitude ratings of control and experimental groups for grades 1 through 8 are presented in Table 15. The average scores presented indicates that the parents from the control school as well as parents from the experimental schools had positive attitudes toward occupational education. In addition, in grades 1 - 5 the parents from the experimental schools had slightly more favorable attitudes toward occupational education than those in the control groups.

Average scores of parents for the ninth grade are presented in Table 16. Parents from the control school as well as the experimental schools indicated an overall positive attitude toward occupational education. In addition, the parents from the experimental schools had a more favorable attitude than those from the control school.

TABLE 15

PARENT ATTITUDE TOWARD

OCCUPATIONAL EDUCATION
(Grades 1 - 8)

	Control	Experimental		
Grade Level	Farragut	Greenhill	Halls Primary	Halls Middle
1	81.1	86.6	81.0	
2	76.5	91.0	84.3	
3	84.2	93.0	85.2	
4	80.2	88.0	81.8	
5	79.1	86.7		82.5
6	84.2	84.2		80.8
7	82.7			84.9
8	86.4			84.0

TABLE 16

PARENT ATTITUDE TOWARD

OCCUPATIONAL EDUCATION
(Grade 9)

	Control	Experimental		
Grade Level	Doyle High	Halls High	Carter High	Doyle High
9	74.1	81.3	85.5	83.0

Self Appraisal Inventory for Grades 1 - 9

One major objective of the career education project is to improve one's self concept. In order to assess the achievement of this objective three forms of self concept inventory were administered; one form for grades 1 - 3, a second for 4 - 6, and a third for grades 7 - 9. (Appendix E.)

The self concept inventory for grades K - 3 (Appendix E, Part I) consisted of forty questions. Children in grades K - 3 were asked to answer the questions by marking a "Yes" or "No" on their response sheets. Scores were obtained by counting one point for each positive response; that is, for each "Yes" or "No" response which indicated a favorable self concept. Responses to the questions were tabulated for each student individual. The maximum score a student could make was "40." Student individual scores were tabulated in order to arrive at a mean (average) score for individual grades.

Data in Table 17 indicate mean scores of grades 1 - 3 both for control and experimental classes. Grade 1 had a higher self concept score when compared to grades 2 and 3. Halls, grade 1, had a slightly higher self concept than grade 1 control class at Farragut. Greenhill students, grades 1 - 3, had a lower self concept rating when compared to grades 1 - 3 (control class) at Farragut.

The self concept inventory for grades 4 - 6 (Appendix E, Part II) consisted of eighty questions. Students were given one point for each positive answer with the maximum score being "80."

TABLE 17

STUDENT SELF CONCEPT BY MEAN SCORES
(Grades 1 - 8)

	Control	Experimental		
Grade Level	Farragut	Greenhill	Halls Primary	Halls Middle
1	27.45	25.98	28.48	
2	27.32	23.40	24.64	
3	24.03	22.14	24.04	

Greenhill students, grades 4 - 6, showed having a lower self concept when compared to the control class at Farragut (see Table 18). Halls (experimental school) and Farragut (control school) revealed being about even in self concept when analyzing mean scores. Also, student self concept appeared to increase when comparing grades 4 - 6 mean scores.

The self concept inventory for grades 7 - 9 (Appendix E, Part III) consisted of eighty statements to which students responded to a scale based on a range of 1 - 4. The eighty statements were administered and a single score was obtained, yielding a global estimate of individual self concepts. Maximum scores for this exercise was a score of 320. Students were given credit for each rating they chose based on the range of 1 to 4, with 4 yielding the greater self concept. Individual student's ratings were tabulated and a mean (average) score was obtained for individual classes.

Data in Table 19 revealed that students in grades 8 had a lower self concept when compared to grades 7 both in the experimental and control classes. Students in the 9th grade that attended Carter High School had a lower self concept than all other 9th graders. Boys attending Doyle and Halls High Schools indicated a higher self concept when compared to the control class at Doyle, while girls at Halls showed having a higher self concept than the control class at Doyle.

TABLE 18

STUDENT SELF CONCEPT BY MEAN SCORES
(Grades 4 - 6)

	Control	Experimental		
Grade Level	Farragut	Greenhill	Halls Primary	Halls Middle
4	54.88	44.73	53.82	N/A
5	55.97	49.15	N/A	52.87
6	59.06	48.37	N/A	53.24

TABLE 19

STUDENT SELF CONCEPT BY MEAN SCORES
(Grades 7 - 9)

	Control		Experimental			
Grade Level	Farragut	Doyle	Halls High	Halls Middle	Carter High	Doyle
7	222.50		N/A	221.46	N/A	N/A
8	218.60		N/A	213.12	N/A	N/A
9	N/A	221.21	224.84	N/A	207.71	221.15

Sociograms

The purpose of using sociometrics in this evaluation was to determine how well students worked together. In addition, it was felt that sociometrics would yield insight into the degree of cooperativeness among students.

Two sociograms were taken on each class, using two simple questions (Appendix F). Instruments were administered by the teacher in each classroom, with instructions by a member of the evaluation team. In addition to the sociograms, student seating arrangement charts were obtained on each class.

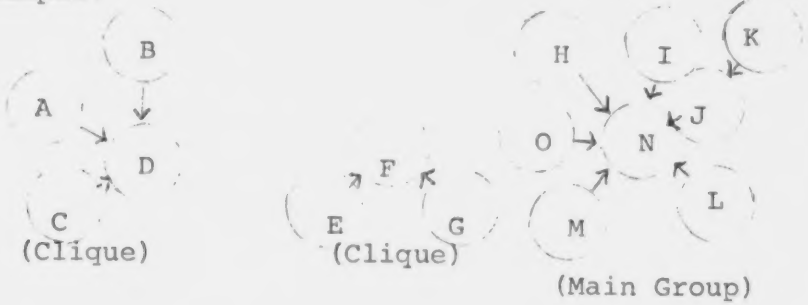
In analyzing the sociometric date, the following terms and definitions were used:

Chain: A number of students connected together as indicated by their choices on the sociometric instrument. (Example - students are indicated by circles and direction of choice by an arrow)

A Chain

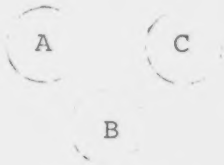
Clique: A subgroup of students who have no connection with the group constituting the largest number of students who interact with one another. In this evaluation, a subgroup of three students was established as the minimum size of a clique.

Example:

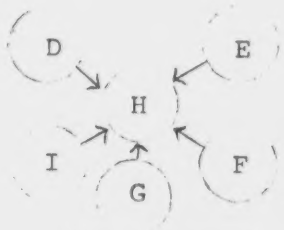


Isolate: Those students who neither nominated another student nor were nominated by another student on the sociometric instrument.

Example:



(Isolates)



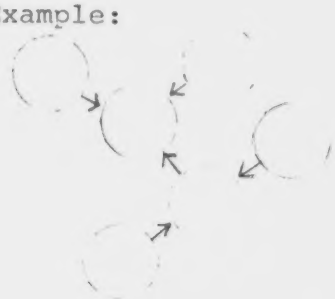
(Main Group)

Liaison: A student whose absence from the group structure would break one connected group into at least two separated subgroups each consisting of at least two students.

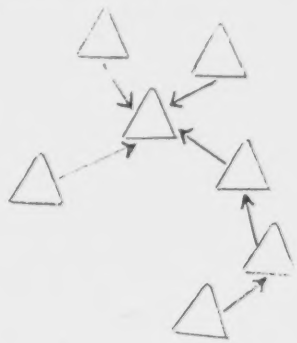
Example:

Male - Female Separateness: A situation where male students nominated other males and female students nominated other females without nominations between the sexes on the sociometric instrument.

Example:



(All Males)



(All Females)

In reducing the data to a manageable form, the following analysis omits many of the specific figures. Analysis was made by personnel who have had considerable experience in sociometrics. Raw data are available upon request to the evaluation team.

Experimental Schools	First Sociogram	Second Sociogram
Kindergarten	- Male-female choices were separate	- Male-female choices separate
	- some linkage	- good linkage
	- choices not related to seating arrangements	- pairing became evident
First grade	- Male-female choices were separate	- Male-female choices were mixed
	- some liaison	- good liaison linkages
	- good chains	- good chains
	- choices not related to seating	- several cliques
		- good interaction
Second grade	- Male-female choices separate	- Some male-female interaction
	- some isolation	- no isolation
	- some stars selected	- no stars selected
	- choices not related to seating	- good linkages
Third grade	- Some chain linkages	- Good linkages
	- some male-female choices	- few male-female choices
	- stars existed	- smaller cliques
	- some pairs existed	- no pairs existed
	- no relationship to seating	- good linkage interaction

Fourth grade	- some male-female interaction	- little male-female interaction
	- several small cliques	- good chains and linkages
	- some linkage	
Fifth grade	- long chains	- short chains
	- much male-female interaction	- little male-female interaction
	- fair linkage	- good linkage
	- several pairs	- few pairs
Sixth grade	- long chains	- short chains
	- several pairs	- good linkages
	- no linkages	- some male-female interaction
	- male-female choices separate	- good interaction
Seventh grade	- several pairs	- few pairs
	- little linkage	- much linkage
	- male-female choices separate	- male-female choices separate
	- some chains	- several cliques
Ninth grade	- several cliques	- some male-female interaction
	- several stars	- several liaisons
	- male-female choices separate	
	- some linkage	- much linkage
Control Schools	First Sociogram	Second Sociogram
First grade	- No isolation	- no isolation
	- short chain	- longer chains with linkages
	- choices related to seating	- male-female choices interrelated
	- male-female choices separate	

Second grade	- male students were stars	- male students stars
	- male-female separateness	- male-female separateness
	- long chains	- few cliques
	- limited interaction	- many pairs
	- choices related to seating	
Third grade	- several cliques	- several cliques
	- male-female separateness	- limited male-female interaction
	- some liaison	- poor liaison
	- choices related to seating	- several pairs
Fourth grade	- several cliques	- many pairs
	- male-female separateness	- limited male-female interaction
	- no liaison	- some liaison
Fifth grade	- several cliques	- several cliques
	- male-female separateness	- male-female separateness
		- some isolation
Sixth grade	- several cliques	- several cliques
	- male-female separateness	- male-female separateness
	- some interaction	- fair interaction
Seventh grade	- several cliques	- many small cliques
	- male-female separateness	- male-female separateness
	- few pairs	- several pairs
	- some liaison	- some liaison

Eighth grade	- some liaison	- poor liaison
	- few pairs	- several pairs
	- male-female separateness	- some male-female interaction
	- few cliques	- few cliques
Ninth grade	- some female stars	- no stars
	- little male-female interaction	- little male-female interaction
	- no liaison	- little liaison

A review of the data indicates that there are some differences between the experimental and control schools. First, sociometric choices were related to seating patterns in the control schools and, in the experimental schools, sociometric choices appeared to be unrelated to seating patterns. Secondly, there were more changes in sociometric choices between the first and second measure in the experimental schools, than there were in the control schools. Thirdly, in the experimental schools, there was more change and growth toward total communication and interaction within classes than was true in the control schools. This could be interpreted to suggest that there is more cooperativeness and interrelatedness among students in the experimental schools.

Although concrete data obtained through a highly sophisticated experimental design is not available, the following hypotheses can be drawn from the information that is available:

1. Compared to the type of instruction in control schools, the contemporary curriculum for career development program is more effective in developing cooperativeness among students.
2. The experimental program is more effective in helping students identify their specific interests and abilities. This is manifested in the pairing of students and sociometric choices, development of cliques of students and a greater amount of female-male interaction.
3. The experimental program is more effective in making students aware of the role of all persons in the world of work.

   Again, this is manifested in the female-male interaction.

CONCLUSIONS

The following conclusions were drawn from the analysis of the evaluation data.

1. At this stage of implementation of the career education project, students knowledge of a wide variety of occupations was low. This conclusions was based on the findings which showed the control school students possess as much knowledge of occupations as the students enrolled in the experimental schools. However, it should be noted that Halls Primary, Middle and High Schools had a knowledge of a greater variety of occupations than the other schools.

2. The variety of occupational work experience possessed by a teacher had no apparent bearing on their students' knowledge of occupations. In addition there were no notable differences among the work experiences of teachers at control and experimental schools.

3. Parent and community participation in school activities was greater at Halls Primary, Middle and High Schools than at the control schools or at the other experimental schools. However, overall participation was low at all schools.

4. Teacher attitude toward occupational education was positive for all teachers. In addition, the ninth grade teachers at the experimental schools had a somewhat more favorable attitude than the ninth grade teacher at the control school.

5. Teacher morale was higher in the experimental schools than it was for the control schools. This was evidenced by the continued enthusiasm and degree of cooperativeness of teachers in the experimental schools.

6. Parent attitude toward occupational education was positive for both control and experimental schools. Overall the parents from the experimental school had a slightly more positive attitude than the parents from the control schools.

7. The self concepts of students at the control schools was slightly higher than the self concept of students at the experimental schools. This conclusion indicates that the career education program may have had an initial impact that caused students to lose their positive self concept. However, long-range analysis of self concept will have to be made to determine if this observation is meaningful.

8. The experimental program is effective in promoting cooperativeness and the sense of working together among students.

RECOMMENDATIONS

1. It is recommended that project staff take a close look at procedures and processes used by classroom teachers to introduce occupations and occupational clusters. There is some indication that perhaps there is a tendency to "snow" students with a large number of job titles. This could also affect the self-concept of the individual. (See conclusions for related information.)
2. It is recommended that more effort be placed on involving parents and community members in the classroom, primarily to emphasize the dignity of work but also to help develop other favorable attitudes.
3. It is recommended that a major part of future evaluations be concentrated upon determining whether or not sociometric peer choices are related to career interests and changes in career interests.
4. It is recommended that a future evaluation activity compare the effectiveness of the classroom materials used with the attitudes of teachers and parents.

5. It is recommended that the career education program be expanded to all Knox County Schools, but only after an adequate period of preparation, publicity and inservice training with parents and teachers.
6. It is recommended that future evaluations be narrower in scope but in greater depth.
7. It is recommended that an analysis of project staff activities be made to determine if various staff positions are needed beyond the development and initial implementation stages.
8. It is recommended that a series of short meetings spaced throughout the school year, be held for instructional staff to give more opportunity for exchange of ideas, materials, procedures, etc., used in the project.

APPENDICES

APPENDIX A

EVALUATION OUTLINE

Major Groups to be Considered

1. Students
   a. Knowledge of occupations
   b. Change in occupational interests
   c. Self image
   d. Acceptance of responsibility
   e. Getting along with people
   f. Work values
2. Teachers
   a. Knowledge of occupations
   b. Attitudes toward career education
   c. Morale
3. Parents and community
   a. Attitude toward career education
   b. Interest in career education
   c. Participation in career education programs
   d. Student enrollment in vocational education

STUDENTS

1. Knowledge of occupations

   Lists - once per week - each of 6 weeks every other week

All teachers -	Greenhill Elementary	9
	Halls Elementary	36
	Halls Middle	24
	Doyle High (Vocational)	16
	Halls High (Vocational)	14
	Carter	12

   Control teachers - ———

   List - Occupations, where they learned about it, know anyone in occupation, 3 typical activities

2. Change in occupational interests

   a. Pre-test - Gordon Occupational Check List
   b. Post-test - Gordon Occupational Check List
   c. November, January, March, May - List the ten occupations you would most like to do and the ten you are most likely to enter.

3. Self image

4. Acceptance of Responsibility

   a. Attendance records
   b. Teacher records
   c. Anecdotal records (Year-end - May)

5. Getting along with people

   a. Sociograms - 3
   b. Seating sketches - 3
   c. Comments on cumulative records

6. Work values

   a. Number of students with part-time jobs
   b. Employer evaluation
   c. Video tapes of classroom tasks
   d. Student question on part-time employment

TEACHERS

1. Knowledge of occupations

    a. Number of different full and part-time jobs held and brief descriptions
    b. Check list (employment security)

2. Attitudes toward career education

    a. Pre and post test
    b. Supervisor ratings
    c. Image checklist

3. Morale

    a. Personal interviews (informal)
    b. Job satisfaction scale
    c. Turnover rate for school
    d. Teacher absentee rate
    e. Personnel profile

PARENTS

1. Attitudes

    a. Pre and post test
    b. Image checklist
    c. Ratings of career education program
    d. Are students enrolled in vocational education
    e. List childs peer group

Schedule of Work

October

A. Students

9-12 - (Gordon)	October 21-22	(Pre-session - 15)
List occupations - all teachers in experimental group and 100 control teachers	October 7 December 2 February 3 April 6	
Self image scale		
Review past years attendance records	Oct. 18-22	
Sociogram	October 7	
Employer evaluations	October 1	

B. Teachers - employment and checklist

Attitude and image	October 7
Morale Personnel profiles	October 22
Student seating chart	October 1

C. Parents - image and attitude

ten per class	October 15

November

A. Students

Observation of classroom task Video tapes	November 19

B. Teachers

Personal interviews	November 18 - 19

December

A. Students

Lists of occupations, etc.	December 2
Elementary occupations checklist	December 15

B. Teachers

Personal interviews	December 15

January

A. Students

Sociograms and seating sketch	January 20

B. Teachers

Personal interviews	January 20

February

A. Students

Occupational lists, etc.	February 3

B. Teachers

Personal interviews	February 3
Job Satisfaction Scale	February 10

March

A. Students

Video classroom tasks	March 9
Analysis of part-time jobs	March 9

B. Teachers

Personal interviews	March 9

April

A. Students

Occupational lists	April 6
Gordon checklists	April 19 - 21
Sociogram, seating sketch	April 6

B. Teachers

Personal interviews	April 6

C. Parents

Attitudes and image	April 6
Best friends	
Employer evaluation	April 17

May

A. Students

B. Teachers

Personal interviews	May 10
Attitudes and image	
Supervisor ratings	
Turnover and absentee rates	May 11

APPENDIX B

STUDENT OCCUPATIONAL CHECKLIST

NAME_____ SCHOOL_____ GRADE_____

TEACHER_____ DATE_____

___Auto Mechanic
___Auto Bodyworker
___Appliance Repair Man
___Army
___Welder
___Carpenter
___Airline Pilot
___Electrician
___Brick Mason
___Meteorologist
___Stenographer
___Teacher
___Plumber
___Nurse
___Banker
___Lawyer
___Policeman
___Cashier
___X-Ray Technician
___Sales Clerk
___Farmer
___Veterinarian
___Sewer Treatment Plant
___Navy Man
___Airline Stewardess
___Interior Decorator
___Model
___Pharmacist
___Restaurant Owner
___Librarian
___Reporter
___Physical Therapist
___Movie Producer
___Professional Sports
___Cosmetologist
___Janitor
___T.V. Repairman
___Insurance Salesman
___Dietician
___Waitress
___Beauty Salon Operator
___Telephone Operator
___Dentist
___Professional Singer
___Service Station Attendant
___Bus Driver
___Manage a Clothing Store
___Disc Jockey
___Music Teacher
___Psychiatrist
___Author
___Race Car Driver
___F.B.I.
___Cook
___Seamstress
___Coach
___Band Director
___Forest Ranger
___Dress Designer
___Hotel Manager
___Barber
___Fashion Merchandiser
___Door-to-Door Salesman
___Gas Station Man
___Marine Biologist
___Chemist
___Actress
___IBM Computer Programmer
___Sociologist
___Dermatologist
___Preacher
___Principal
___Geologist
___Archeologist
___Engineer
___Laundry Man
___Organist
___Stock Broker
___Painter
___Judge
___Bartender
___Dog Trainer
___Bookkeeper

Check all those jobs that you know something about. Choose three (3) of these jobs and answer the following questions about them:

1. What does this person do at work? Name at least three (3) things.

_____

_____

2. How much education does someone with this job need? _____

_____

3. How did you learn about this job? _____

_____

_____

APPENDIX C

TEACHER ATTITUDE TOWARD OCCUPATIONAL EDUCATION-February 1972

Name:_____Grade_____School_____

Directions: You are to circle the response which corresponds most closely to your feelings sbout each item on this page and the next.

Example:

Occupational education is a snap program for too many students.
SA A (D) SD

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by circling D (Disagree).

Do not spend too much time on any particular item. There are no right or wrong answers. Merely circle the abbreviation which most nearly indicates your feeling. When your feelings fall between two choices, select one only. Please answer every time.

Begin here:

		Circle One
1.	Occupational education has proved itself to be an indispendable part of the curriculum in public schools.	SA A D SD
2.	Occupational education is a powerful agency for promoting individual and social efficiency.	SA A D SD
3.	Occupational education promotes good citizenship.	SA A D SD
4.	Occupational education has helped make possible our present level of technology.	SA A D SD
5.	Occupational education is retained in public schools because of its value to individuals.	SA A D SD
6.	Occupational education has its faults, but on the whole it is a valuable part of the school curriculum.	SA A D SD
7.	Occupational education is an educational program for those who will enter the labor market upon graduation from public school.	SA A D SD
8.	Occupational and academic courses are about equally valuable to students.	SA A D SD
9.	The personal qualities that enable a student to complete high school will also enable him to do well in the labor market.	SA A D SD

10.	Occupational education courses are designed to meet the needs of slow learners.	SA A D SD
11.	Occupational education courses are designed primarily for the student with limited abilities.	SA A D SD
12.	Occupational education teachers tend to over-emphasize the value of their courses.	SA A D SD
13.	Most students who take occupational education courses are slow learners.	SA A D SD
14.	Occupational education is too slow to adapt to changing conditions.	SA A D SD
15.	Most students who take occupational education courses may correctly be classified as slow learners.	SA A D SD
16.	Occupational education is not adapted to the needs of our modern, technological society.	SA A D SD
17.	Occupational education receives more support and funds than it deserves.	SA A D SD
18.	Occupational education courses take up money and student's time that could be better spent on academic courses.	SA A D SD
19.	Occupational education courses have less value than any other courses in the public school.	SA A D SD
20.	It is a waste of time and human resources for students to take occupational education courses.	SA A D SD

APPENDIX D

PARENT ATTITUDE TOWARD OCCUPATIONAL EDUCATION-January 1972

Directions: You are to circle the response which corresponds most closely to your feelings about each item on this page and the next.

Example: Occupational education is a snap program for too many students. SA A (D) SD

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by circling D (Disagree).

Do not spend too much time on any particular item. There are no right or wrong answers. Merely circle the abbreviation which most nearly indicates your feeling. When your feelings fall between two choices, select one only. Please answer every item.

Begin here:

		Circle one
1.	I believe good occupational-education programs in public schools attract new industries to a community.	SA A D SD
2.	A high-school graduate of an occupational-education program impresses me a great deal.	SA A D SD
3.	In my opinion there are not enough students in occupational education at the high-school level.	SA A D SD
4.	Students should begin occupational programs after they graduate from high school, not before.	SA A D SD
5.	Most students who take occupational education in high school in my opinion lack too many other scholastic skills.	SA A D SD
6.	In my opinion occupational education in the high school is highly overrated.	SA A D SD
7.	I would favor expanding occupational-education programs even if available funds remain the same.	SA A D SD
8.	In my community many people oppose an increase in occupational-education programs as they are currently administered.	SA A D SD
9.	In my opinion a graduate of a high-school occupational-education program is generally suited only for unskilled work.	SA A D SD
10.	Most occupational-education programs offered nowadays in high school are out-of-date.	SA A D SD

11.	A larger portion of the high-school curriculum than at present should be devoted to occupational education.	SA A D SD
12.	High schools should encourage bright students to enter an occupational-education program.	SA A D SD
13.	For many students in high school there should be greater emphasis on earning a living through an occupational-education program.	SA A D SD
14.	Occupational education in high school does not make enough students useful members of society to justify its cost.	SA A D SD
15.	I believe that the function of a high school is to develop occupational skills in all its students.	SA A D SD
16.	My community alone or in conjunction with other communities should provide a wide variety of occupational programs to fit the abilities of most students not going to college.	SA A D SD
17.	In my opinion taking occupational education hinders students from further education after high school.	SA A D SD
18.	Occupational-education programs cannot possibly prepare high-school students for a range of job opportunities potentially available to them.	SA A D SD
19.	In my opinion most public schools do not provide occupational-education programs early enough.	SA A D SD
20.	I am thoroughly sold on offering occupational education in high school.	SA A D SD
21.	I do not think occupational education in high school is as necessary for most students as are other worthwhile programs.	SA A D SD
22.	Free occupational education after high school should be available to students currently enrolled in high-school occupational programs.	SA A D SD
23.	There should be more money set aside in the school budget for occupational education.	SA A D SD
24.	I should like to see the values of occupational education made known to more parents than is now the case.	SA A D SD
25.	It is more important to provide many students with a sound basic education than to use the time for occupational education.	SA A D SD
26.	I should like to see occupational education encouraged more among high-school students.	SA A D SD
27.	The occupational-education program in high school should be intended mainly for youth of limited academic talent.	SA A D SD
28.	Most occupational-education courses in my opinion lead nowhere.	SA A D SD

APPENDIX E (Part I)

SELF APPRAISAL INVENTORY

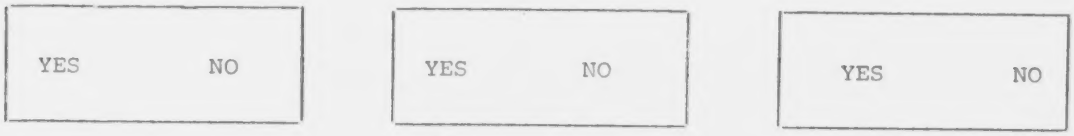
Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person to your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?

21. Do most children have fewer friends than you?
22. Are you a good child?
23. Are most children better liked than you?
24. Would you like to stay home instead of going to school?
25. Are you one of the last to be chosen for games?
26. Are the things you do at school very easy for you?
27. Do you like being you?
28. Can you get good grades if you want to?
29. Do you forget most of what you learn?
30. Do you feel lonely very often?
31. If you have something to say, do you usually say it?
32. Do you get easily upset at home?
33. Do you often feel ashamed of yourself?
34. Do you like the teacher to ask you questions in front of the other children?
35. Do the other children in the class think you are a good worker?
36. Does being with other children bother you?
37. Are you hard to be friends with?
38. Would you rather play with friends who are younger than you?
39. Do you find it hard to talk to your class?
40. Are most children able to finish their school work more quickly than you?

DIRECTIONS FOR ADMINISTERING SELF APPRAISAL INVENTORY K-3

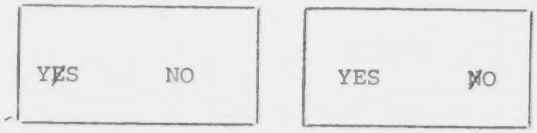
1. On the blackboard, draw a series of response boxes similar to those in the booklets.



2. Do not distribute the answer booklets until the children are ready to begin the inventory.

3. Clearly identify the words YES and NO for the children. Have individual children identify the words.

4. Demonstrate the proper marking of the responses. Put in a line through the answer they choose. Emphasize that only one word is to be marked in each box.



5. Have different children come to the board to answer as many of the following practice items as are deemed necessary. With children who can already discriminate between YES and NO responses, few, if any, of these practice exercises may be needed.

Practice Items:

A. Are you a child?
B. Are you a train?
C. Do you have a brother?
D. Do birds fly?
E. Do you have a sister?
F. Do you like to sing?

(Note that on items C, E, and F, all children are not expected to answer identically. Confirm the correctness of each child's response.)

6. To complete the inventory, each child will need an answer booklet and a crayon or pencil.

7. Make sure each child fills in the blanks on the front of the booklet.

8. Two methods of identifying the response boxes are provided. The pictures on the left in each box may be used with children who are unable to identify the numerals one through forty. If the pictures are used, they should be identified before the beginning of the inventory. The pictures are: face, star, bell, cat, telephone, flower, clown, house, dog, umbrella. When administering the instrument, the administrator should check on each item to make sure children are responding "in the box with the . . ."

Children who are able to read numerals may prefer to use these rather than the pictures. They are located on the right of each box. The administrator should identify the correct numeral before and after reading each question.

9. Remind the children often that for many questions, either answer may be correct. although only one answer will be true for a particular child. Therefore, they need not worry if another child's answer is different from their own.

10. Do not permit the children to verbalize their answers while responding.

11. In some cases, administration may be easier if conducted with a small group of students at a time, rather than with the entire class at once.

APPENDIX E (Part II)

SELF APPRAISAL INVENTORY

Intermediate Level

Directions

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces on the answer sheet.

For example:

True	Untrue	
X		1. I like cherry pie.
	X	2. I want to be a movie star.

There are no right or wrong answers, so respond to each statement as honestly as you can.

Do not write your name on the answer sheet. Do not write on the booklet.

1

1. I like to meet new people.
2. I can disagree with my family.
3. Schoolwork is fairly easy for me.
4. I am satisfied to be just what I am.
5. I wish I got along better with other children.
6. I often get in trouble at home.
7. I usually like my teachers.
8. I am a cheerful person.
9. Other children are often mean to me.
10. I do my share of work at home.
11. I often feel upset in school.
12. I often let other kids have their own way.
13. Most children have fewer friends than I do.
14. No one pays much attention to me at home.
15. I can always get good grades if I want to.
16. I can always be trusted.
17. I am easy to like.
18. There are times when I would like to leave home.
19. I forget most of what I learn.
20. I am popular with kids my own age.
21. I am popular with girls.
22. My family is glad when I do things with them.
23. I often volunteer in school.
24. I am a happy person.

25. I am lonely very often.

26. My family respects my ideas.

27. I am a good student.

28. I often do things that I'm sorry for later.

29. Older kids do not like me.

30. I behave badly at home.

31. I often get discouraged in school.

32. I wish I were younger.

33. I am always friendly toward other people.

34. I usually treat my family as well as I should.

35. My teacher makes me feel I am not good enough.

36. I always like being the way I am.

37. Most people are much better liked than I am.

38. I cause trouble to my family.

39. I am slow in finishing my school work.

40. I am often unhappy.

41. I am popular with boys.

42. I know what is expected of me at home.

43. I can give a good report in front of the class.

44. I am not as nice looking as most people.

45. I don't have many friends.

46. I sometimes argue with my family.

47. I am proud of my school work.

48. If I have something to say, I usually say it.

49. I am among the last to be chosen for teams.

50. I feel that my family always trusts me.

51. I am a good reader.

52. I don't worry much.

53. It is hard for me to make friends.

54. My family would help me in any kind of trouble.

55. I am not doing as well in school as I would like to.

56. I have a lot of self control.

57. Friends usually follow my ideas.

58. My family understands me.

59. I find it hard to talk in front of the class.

60. I often feel ashamed of myself.

61. I wish I had more close friends.

62. My family often expects too much of me.

63. I am good in my school work.

64. I am a good person.

65. Sometimes I am hard to be friendly with.

66. I get upset easily at home.

67. I like to be called on in class.

68. I wish I were a different person.

69. I am fun to be with.

70. I am an important person to my family.

71. My classmates think I am a good student.

72. I am sure of myself.

73. Often I don't like to be with other children.

74. My family and I have a lot of fun together.

75. I would like to drop out of school.

76. I can always take care of myself.

77. I would rather be with kids younger than me.

78. My family usually considers my feelings.

79. I can disagree with my teacher.

80. I can't be depended on.

DIRECTIONS FOR ADMINISTERING SELF-APPRAISAL INVENTORY Grades 4-6

Intermediate

1. It is expected that students will be able to complete the entire inventory (80 statements) in approximately 20 to 30 minutes. If the administrator feels that the students' reading abilities will prohibit their completing the measure in this time period, the statements should be read orally to the students.

2. Distribute booklets to the students.

3. Carefully read the directions provided with the inventory aloud. Provide ample time for students to ask questions concerning the response procedure.

4. Emphasize that there are no right and wrong answers.

5. Remind the students that they are <u>not</u> to write their names on the answer sheets. Have them only write school, grade, and teacher.

6. If students ask questions regarding interpretations of the statements, emphasize that the inventory calls only for <u>general impressions</u> regarding each statement.

APPENDIX E (Part III)

SELF APPRAISAL INVENTORY

Secondary Level

Directions

Please show whether you agree or disagree with each of the statements in the booklet by circling one of the letters on the answer sheet.

A = Strongly Agree, B = Agree, C = Disagree, D = Strongly Disagree

For example:

I want to be a movie star. A B (C) D

I like chocolate cake. (A) B C D

There are no right or wrong answers, so respond to each statement as honestly as you can.

Do not write your name on the answer sheet. Mark whether you are a boy or girl and write your age and grade on the bottom of your answer sheet before you begin the booklet. Do not write on the booklet.

1. I like to meet new people.
2. I can disagree with my family.
3. Schoolwork is fairly easy for me.
4. I am satisfied to be just what I am.
5. I ought to get along better with other people.
6. My family thinks I don't act as I should.
7. I usually like my teachers.
8. I am a cheerful person.
9. People often pick on me.
10. I do my share of work at home.
11. I often feel upset in school.
12. I often let other people have their way.
13. Most people have fewer friends than I do.
14. No one pays much attention to me at home.
15. I can get good grades if I want to.
16. I can be trusted.
17. I am easy to like.
18. There are times when I would like to leave home.
19. I forget most of what I learn.
20. I am popular with kids my own age.
21. I am popular with girls.
22. My family is glad when I do things with them.
23. I often volunteer in school.
24. I am a happy person.

25. I am lonely very often.

26. My family respects my ideas.

27. I am a good student.

28. I often do things that I'm sorry for later.

29. Older kids do not like me.

30. I behave badly at home.

31. I often get discouraged in school.

32. I wish I were younger.

33. I am always friendly toward other people.

34. I usually treat my family as well as I should.

35. My teacher makes me feel I am not good enough.

36. I always like being the way I am.

37. Most people are much better liked than I am.

38. I cause trouble to my family.

39. I am slow in finishing my schoolwork.

40. I am often unhappy.

41. I am popular with boys.

42. I know what is expected of me at home.

43. I can give a good report in front of the class.

44. I am not as nice looking as most people.

45. I don't have many friends.

46. I sometimes argue with my family.

47. I am proud of my school work.

48. If I have something to say, I usually say it.

49. I am among the last to be chosen for teams.

50. I feel that my family always trusts me.

51. I am a good reader.

52. I don't worry much.

53. It is hard for me to make friends.

54. My family would help me in any kind of trouble.

55. I am not doing as well in school as I would like to.

56. I have a lot of self control.

57. Friends usually follow my ideas.

58. My family understands me.

59. I find it hard to talk in front of the class.

60. I often feel ashamed of myself.

61. I wish I had more close friends.

62. My family often expects too much of me.

63. I am good in my school work.

64. I am a good person.

65. Sometimes I am hard to be friendly with.

66. I get upset easily at home.

67. I like to be called on in class.

68. I wish I were a different person.

69. I am fun to be with.

70. I am an important person to my family.

71. My classmates think I am a good student.

72. I am sure of myself.

73. Often I don't like to be with other children.

74. My family and I have a lot of fun together.

75. I would like to drop out of school.

76. I can always take care of myself.

77. I would rather be with kids younger than me.

78. My family usually considers my feelings.

79. I can disagree with my teacher.

80. I can't be depended on.

DIRECTIONS FOR ADMINISTERING SELF-APPRAISAL INVENTORY Grades 7-9

Secondary

1. This inventory contains 80 statements which are to be responded to by the students to indicate strong agreement, agreement, disagreement, or strong disagreement with each one.

2. It is expected that students will complete the entire inventory (that is, 80 statements) in approximately 15 to 20 minutes. If the administrator feels that the students' reading abilities will prohibit their completing the measure in this time period, the statements should be read orally to the students.

3. After distributing the booklets, carefully read the directions provided with the inventory aloud. Provide ample time for students to ask questions concerning the response procedure.

4. Emphasize that there are no right or wrong answers.

5. Remind the students that they are not to write their names on the answer sheets. Have them only write school, grade, and teacher.

6. If the students ask questions regarding interpretation of the statements, emphasize that the inventory calls only for <u>general impressions</u> regarding each statement.